

# Deptford Green School

Edward Street, New Cross, London SE14 6AN

## Inspection dates

4–5 May 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders at all levels, including the governing body, have not ensured that pupils across the school make the progress they are capable of.
- The quality of teaching is still too inconsistent, across and within different subject areas.
- Assessment information around pupils' starting points and progress is not accessible enough. Therefore, teachers are not able to use this information to plan challenging activities that will accelerate pupils' progress, particularly that of the most able.
- There are not enough opportunities for the best teachers to share their expertise and skills.
- Low-level disruption in lessons is too common.
- The curriculum does not provide enough opportunities for pupils to study appropriate courses.
- Some groups of pupils do not attend school regularly.
- The governing body has not ensured that record-keeping around safeguarding is robust.
- Governors have have been too quick to accept assessment information provided by school leaders and, at times, have not been sufficiently challenging around the progress pupils make.

### The school has the following strengths

- The new headteacher joined the school in January 2016 and has already made considerable changes that are having a significant impact on the progress pupils make.
- He has high ambitions for the school and its pupils, an astute understanding of what needs to be done and an effective plan to achieve this.
- Pupils' personal development and welfare is seen as a high priority by all staff. Pupils are known very well and there are strong links with parents and the community. Consequently, many pupils feel safe and well cared for and thrive.
- Many pupils work hard and have high aspirations. They show respect and tolerance towards each other and are keen to celebrate differences in this diverse learning environment.

## Full report

### What does the school need to do to improve further?

- Ensure that pupils and groups of pupils across the school make at least good progress in all subject areas by:
  - providing staff with accessible information about pupils' prior attainment and current progress so that they can plan activities that challenge and extend pupils' learning
  - continuing to develop a new curriculum that meets the needs of individual pupils
  - providing opportunities for teachers to share their ideas and expertise, plan together and reflect on their practice
  - staff being consistent in their application of the school's behaviour policy to continue to reduce the number of low-level disruptions in lessons
  - ensuring pupils attend regularly.
  
- Improve the effectiveness of leadership and management by:
  - continuing to review the roles and responsibilities of leaders at all levels, so that they are clear about lines of accountability
  - ensuring that leaders strategically analyse the progress made by groups of pupils and take rapid action to address any underachievement
  - middle and senior leaders working closely together to tackle any inconsistencies in the quality of teaching, learning and assessment
  - ensuring that record-keeping around the suitability of staff employed at the school is robust and compliant
  - the governing body challenging the accuracy of information provided by school leaders to ensure that it is robust.
  
- An external review of the newly established governing body should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders at all levels, including the governing body, have not ensured that pupils and groups of pupils across the school have made the progress they are capable of. This is particularly true of the most able, as well as White British and Black Caribbean pupils. While leaders know that these groups have underachieved over time, actions to accelerate their progress have been too slow and have not had enough impact. While the most-able pupils have been prioritised as a target group, little has been done to improve the provision for this group or address their underachievement.
- Leaders have not ensured that the quality of teaching, learning and assessment is of a consistently high quality across different subject areas. Provision for the most able is particularly limited and not enough is done in lessons to challenge this group.
- Information about pupils' ability and progress is not accessible or accurate. School leaders therefore have not been able to effectively analyse this information and act decisively. Though a new system is being introduced, it is too soon to see any impact from this work.
- The most effective teachers have not been given enough opportunities to share their expertise with other staff. Consequently, the quality of teaching, learning and assessment varies across and within subject areas. School leaders are aware of this and plans are in place for a different approach next year. School leaders do carefully check the quality of teaching and learning through regular learning walks and looking at pupils' books. Joint observations undertaken during the inspection revealed that senior leaders are able to make accurate judgements about the quality of teachers' practice. They are clear about where there are stronger teachers and where teachers need further support. The planned programme for the next academic year includes more opportunities for staff to reflect and share their practice.
- The current curriculum in both key stages 3 and 4 does not meet the learning needs of individual pupils. This is particularly true for the most-able pupils. The 'transition' curriculum in Year 7 does not give them a high enough level of challenge. Many able key stage 4 pupils have not had the opportunity to study two or three sciences or achieve the English Baccalaureate.
- The new headteacher has very high ambitions for the pupils, staff and the school. Although only in post since January, he has an astute understanding of what needs to be done, is tenacious and has already made considerable changes. Pupils, parents and staff welcome his measured and approachable manner and the way he has considered the whole school community's needs while planning improvements. He has identified clear, strategic priorities, has in place a clear plan of action and has a determined resolve to make rapid improvements. He knows that staff are committed and share his belief that these improvements can be quickly realised. The structural changes he is implementing around responsibilities, systems and curriculum design will ensure that senior leaders focus on accelerating the progress pupils make across the school.
- Middle leaders, including the special educational needs coordinator (SENCo), are committed and knowledgeable about the school community. The SENCo's desire to produce, 'happy, healthy and independent' pupils is shared by all staff. They have clear ideas about developments within their own departments, but need more accessible assessment information and training, plus support and guidance from senior leaders in order to deliver these improvements.
- Leadership of the specialist resource unit for pupils with dyslexia is strong. The provision provides appropriate intervention and support for approximately 15 pupils and offers advice and guidance to teachers to support them as they plan for these pupils' needs. As far as possible, pupils attend mainstream lessons and receive additional support in the unit. Consequently, these pupils make good progress.
- The provision for newly arrived pupils is a strength. The English as an additional language coordinator undertakes baseline assessments on newly arrived pupils and works closely with parents to ensure all are clear about the school's expectations around conduct, punctuality, attendance and attitudes to learning and that pupils adhere to them. Parents are successfully encouraged to be actively involved in the life of the school. Some pupils achieve A-level and AS qualifications in their home language. Parents who responded to Parent View, the online survey, were very complimentary about the standard of education provided by the school.

- The headteacher is beginning to cultivate collaborative working relationships with other schools, including Addey and Stanhope. School leaders have planned an intensive internal professional development programme for September 2016. This will provide opportunities for staff to share best practice and validate internal assessments.
- Pupil premium funding is used to provide a range of activities, interventions and staff support. As a result, disadvantaged pupils overall make progress at least in line with, and sometimes better than, other pupils at the school. However, analysis of groups within this cohort, for instance the most-able disadvantaged pupils, is not done regularly enough and, consequently, actions are not always targeted to meet the needs of individual pupils and groups of pupils.
- Year 7 catch-up funding has been used to target specific pupils and improve their reading age skills. The impact of the reading programme is regularly checked and evidence provided by the school indicates that many pupils are making significant gains in their reading ability.
- The local authority has offered a range of support to the school and fully supports the new headteacher's priorities for improving the school.
- School leaders check carefully whether school leavers plan to go on to suitable training, employment or further education. They provide a range of information to pupils so that they can make informed decisions and fully support them through the application process. Consequently, the vast majority go on to appropriate post-16 destinations.
- School leaders' work to promote British values and pupils' social, moral, spiritual and cultural development is a strength. The school is diverse and pupils are encouraged to respect each other and value each other's opinions and values. As a Stonewall Champion School, pupils and staff ensure that homophobia is not tolerated. Pupils are encouraged to explore wider issues such as the election of the London mayor and youth mayor. The citizenship programme is explicitly taught to all year groups and permeates the tutoring and house system.
- The school council is well organised and very active and influential. Elected members are passionate about giving pupils a voice. They have organised themselves into sub-committees, promoting issues such as improving self-esteem, combating racism and sexism and raising awareness of issues around bullying. They are also running a campaign to improve the quality of the lunchtime food, which is provided by an external contractor. They are competent and highly articulate young leaders.
- Those new to teaching feel well supported and value the mentoring programme. As a result, they are keen to experiment with their teaching and are confident about managing pupils' behaviour.
- A small number of pupils attend off-site provision. School leaders believe that it is important to maintain strong links with these pupils. They are visited at least once a term and parents are encouraged to accompany school staff. Progress reports are sought termly to ensure they continue to make good progress.
- **The governance of the school**
  - Governors have been too quick to accept information provided by school leaders about the quality of teaching, learning and assessment. Consequently, not enough has been done to challenge this information and ensure that leaders have prioritised the accelerated progress of some pupils or groups of pupils.
  - The governing body is relatively new and includes members with a range of work skills, knowledge and experiences. Governors are keen for the school to continue on its improvement journey and were involved in the dissolution of the previous leadership structure and appointment of the new headteacher.
- The arrangements for safeguarding are effective. However, the governing body has not ensured that record-keeping around checks on the suitability of staff currently employed at the school is as robust as it should be.

## Quality of teaching, learning and assessment **requires improvement**

- Assessment information on pupils' ability and progress has not been easily accessible to staff. Teachers have not been able to use this information effectively to plan for the needs of different pupils and ensure that activities are pitched at the right level. Often tasks are aimed at middle-ability pupils, with little support for those who are struggling to keep up, and there is limited challenge for the most able.
- Some of the assessment information collected by the school has not been accurate. Therefore, leaders at all levels have found it difficult to analyse the progress made by individuals and groups and act in a timely manner to prevent underachievement.
- Teaching across and within subjects is still inconsistent. While school leaders know where practice is of the highest quality, there have been limited opportunities for teachers to share their ideas, skills and expertise across the school. A programme of professional development is already planned for the next academic year to further encourage the high-quality collaborative planning evident in some areas.
- Guidance provided to pupils about how to improve their work is not always informative or in line with the school's policy. However, some teachers engage in meaningful dialogue with pupils about the quality of their work and, as a result, pupils make good progress in these subjects.
- In some subjects, for instance in English, expectations around the quality of work produced are very high, planned activities engaging and pupils' attitudes to learning excellent. Pupils are keen to meet challenges, are articulate and are generally hard working. In the best lessons, teachers allow pupils the scope to explore new ideas, think through difficult concepts and design creative activities for them to practise and consolidate skills.

## Personal development, behaviour and welfare **requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The child protection team are knowledgeable and thorough. They have built strong relationships with parents, the community and external agencies to ensure that the needs of individual pupils are met. Referrals are timely and methodically kept. A weekly inclusion meeting discusses concerns raised about particular pupils. Here actions are planned and a key worker assigned.
- A strong counselling culture has been established at the school to support parents, pupils and staff. A charity, 'Place to Be', operates within the school and pupils were clear that they could refer themselves at any time. Equally, groups of pupils receive bespoke mentoring. For instance, a group of Year 11 boys have had access to a mentor since Year 9 and were extremely complimentary about how this had supported them both academically, socially and emotionally. The House system provides a further level of support and pupils spoke of the number of adults who are there to support them, including the safer schools officer, familiarly known as 'our policeman' by the pupils.
- The school site is well kept and extremely secure. Supervision is high and pupils spoke of feeling nurtured, cared for and safe.
- Staff have received appropriate training around issues such as protecting pupils from extremism and radicalisation, female genital mutilation, gangs and child sexual exploitation. They share information about how pupils can keep themselves safe and discuss these issues during assemblies, tutor times and through the personal, social, health and education programme.
- Pupils know that bullying does happen, but were clear that it is dealt with quickly by staff. Pupils are known well, trust their teachers and show respect towards each other.
- A recent tragic event has been handled very sensitively by staff, and pupils have been given opportunities to discuss the issues relating to the incident and subsequent media coverage. This has unified the school community still further.

### Behaviour

- Behaviour requires improvement. Low-level disruption in lessons is too common and impinges on pupils' learning. While the number of recorded incidents has begun to reduce over time, pupils feel

that there are still too many and that it is left to the teacher alone to manage pupils' behaviour. An 'inclusion' room provides a quiet working space for those removed from class due to poor behaviour, which is suitably supervised.

- Some groups of pupils do not attend school regularly, which directly impacts on the progress they make, particularly pupils with special educational needs and some White British pupils. However, attendance overall is currently above the national average. Attendance for those at alternative provision is checked on a weekly basis to ensure that it is in line with their peers.
- Outside the classroom, conduct around the site is generally ordered and calm. The new headteacher has established very high expectations around behaviour, particularly during break and lunchtimes, and this has had a positive impact on issues such as litter and boisterousness. Pupils described the improvement in behaviour over time and the zero tolerance approach to certain types of behaviour, particularly bullying.
- Throughout the inspection, pupils were polite and courteous and very keen to share their experiences of life at Deptford Green School. They are proud of their school, want to do well and have suitably high aspirations for the future.

## Outcomes for pupils

## require improvement

- Pupils enter the school with attainment that is significantly below the national average. The proportion of pupils who achieved five GCSE grades C or above, including in English and mathematics, improved in 2015 but was still below the national average.
- Progress for pupils in mathematics and humanities in 2015 was also below average, though significantly above in English and languages.
- Black Caribbean, White British and the most-able pupils made significantly less progress in 2015 than these groups nationally across a range of subjects, but particularly in mathematics. Information provided by the school indicates that this trend will continue this year.
- Disadvantaged pupils made similar progress to the national average in English, though less progress than their peers. This was particularly true of the most-able disadvantaged pupils. In mathematics, both disadvantaged and non-disadvantaged pupils made less progress than pupils nationally.
- In 2015, pupils with a statement of special educational needs or an education, health and care plan, or receiving extra support from the school, made better progress than these pupils nationally in English and mathematics.
- School leaders reacted quickly to the disappointing 2015 results in mathematics. A new head of department has been appointed and has already had a positive impact on the quality of teaching and learning in mathematics. Consequently, information provided by the school indicates that progress in mathematics this year will be far more positive, bringing it at least in line with the national average.
- Overall, school information suggests that pupils in the current Year 11 look set to make better progress than last year across a range of subjects.
- School leaders admit that progress information on pupils in key stage 3 is less accurate. However, there is evidence in pupils' books that they are making progress in some areas. Changes to the key stage 3 curriculum in September 2016 and the newly introduced assessment system will enable school leaders to track this more carefully.
- Improving literacy has high priority at the school. Leadership of this area across the curriculum is strong and there is a comprehensive and achievable plan of action. Pupils understand the importance of high levels of literacy in all their subjects. A phonics programme, which helps pupils understand the sounds letters make, is in place for those with very low reading skills. Further interventions are in place for those with specific learning needs. Time is dedicated in tutor time to focused reading activities and staff are confident in incorporating literacy into their lesson planning. The new headteacher has prioritised the building of a larger library, due to open in September 2016, to ensure that pupils' love of reading is exploited and nurtured. Pupils make excellent progress in English at key stage 4, in preparation for the next stage of education, employment and training. The teaching of numeracy across the curriculum is still in the early stages of development.

## School details

<b>Unique reference number</b>	100740
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10011907

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	910
<b>Appropriate authority</b>	Local authority
<b>Chair</b>	Sid Hughes
<b>Headteacher</b>	Mark Phillips
<b>Telephone number</b>	020 8691 3236
<b>Website</b>	<a href="http://www.deptfordgreen.lewisham.sch.uk">www.deptfordgreen.lewisham.sch.uk</a>
<b>Email address</b>	<a href="mailto:info@deptfordgreen.lewisham.sch.uk">info@deptfordgreen.lewisham.sch.uk</a>
<b>Date of previous inspection</b>	July 2014

## Information about this school

- Deptford Green School is a slightly smaller-than-average 11–16 secondary school.
- Over half of pupils are known to be eligible for the pupil premium, which is above average. This government funding is used to support pupils who are eligible for free school meals or who are looked after by the local authority.
- The majority of pupils are from minority ethnic backgrounds. The largest groups are of pupils who are of Black Caribbean, Black African, any other white heritage and any other ethnic group.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of students who receive special educational needs support is in line with the national average.
- Proportions of those with a statement of special educational need or disability or those with an education, health and care plan are above the national average.
- Pupils enter Year 7 with attainment that is significantly below the national average.
- A small number of pupils attend alternative provision at New Woodlands Pupil Referral Unit, Abbey Manor College and Charlton Athletic Community Trust.
- The school has a dyslexia resource unit on site catering for the needs of approximately 15 pupils.
- The headteacher joined the school in January 2016.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors observed teaching, learning and assessment across a range of year groups and subjects. Some observations were carried out jointly with school leaders.
- Discussions were held with the chair of the governing body, the headteacher, deputy headteachers, senior and middle leaders, groups of pupils, a range of staff including newly qualified teachers and a representative from the local authority.
- Inspectors took account of the 58 responses to Parent View, staff and pupil surveys.
- The inspection team scrutinised a wide range of documentation which included: records relating to pupils' behaviour and attendance; minutes of meetings; and information on the progress made by pupils. Inspectors also scrutinised the school's self-evaluation and systems relating to the quality of teaching.
- Inspectors reviewed safeguarding records, policies and procedures, including checks done on the suitability of staff.

## Inspection team

Helen Matthews, lead inspector	Her Majesty's Inspector
Suzanne Bzikot	Ofsted Inspector
Victoria Linsley	Associate Inspector
Beverley Perin	Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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